

## **INSPECTION REPORT**

### **BLACKLOW BROW PRIMARY SCHOOL**

Huyton, Merseyside

LEA area: Knowsley

Unique reference number: 104445

Headteacher: Mrs S Walmsley

Reporting inspector: Mr M H Cole  
3369

Dates of inspection: 27<sup>th</sup> – 29<sup>th</sup> March 2000

Inspection number: 190325

Inspection carried out under section 10 of the School Inspections Act 1996

## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Tarbock Road  
Huyton  
Merseyside

Postcode: L36 5XW

Telephone number: 0151 480 0520

Fax number: 0151 482 1436

Appropriate authority: Governing body

Name of chair of governors: Cllr J Quilliam

Date of previous inspection: 18<sup>th</sup> November 1996

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## **REPORT CONTENTS**

Page  
**5**

### **PART A: SUMMARY OF THE REPORT**

Information about the school  
How good the school is  
What the school does well  
What could be improved  
How the school has improved since its last inspection  
Standards  
Pupils' attitudes and values  
Teaching and learning  
Other aspects of the school  
How well the school is led and managed  
Parents' and carers' views of the school

### **PART B: COMMENTARY**

#### **WHAT THE SCHOOL DOES WELL**

**10**

- Pupils achieve standards in English and mathematics which are well above the national average.
- Very good leadership and management show commitment to school improvement and promote consistent teamwork in successful achievement of the school's aims.
- Strong leadership, and teachers' good skills, successfully promote excellent behaviour and relationships amongst pupils together with very good levels of interest and enthusiasm.
- Good teaching ensures pupils are very attentive to their learning and make good progress.
- Good opportunities for learning are provided for all pupils, including those with special educational needs, and their progress is assessed thoroughly.
- Provision for pupils' personal development, especially in moral and social aspects, is very good, and good care is taken of pupils' welfare.
- The school is very well liked and supported by parents.

#### **WHAT COULD BE IMPROVED**

**15**

- Planning the curriculum and lessons to ensure that every pupil is challenged by work that is tailored to their individual level of ability.
- Governors' and senior managers' processes for checking and evaluating compliance with statutory requirements for the curriculum and for health and safety procedures.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

**16**

### **PART C: SCHOOL DATA AND INDICATORS**

**17**

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is of average size for a primary school, educating 195 boys and girls aged five to eleven years. An additional 52 children under five attend the Nursery class part-time, while two do so full-time. The number of pupils has risen considerably in recent years with housing development nearby and the school's increasing popularity with parents. As at the time of the last inspection, the area served by the school is judged to have above average social and economic circumstances. The proportion of pupils qualifying for free school meals (13 per cent) is below average. A very small number of pupils have ethnic minority origins. The proportion of pupils with special educational needs (17 per cent) is a little below average. One pupil has a statement of special educational needs, representing a below average proportion. When they enter the Nursery class, children are judged to show an overall level of attainment which is a little above the national average.

### **HOW GOOD THE SCHOOL IS**

Very good leadership and management make this an effective school where good teaching helps pupils to attain high standards in their academic work as well as in their attitudes, behaviour and personal development. This is achieved with a level of funding below the national average which means that the school is providing good value for money. Strong leadership has also led to a good level of improvement in the school since its previous inspection.

#### **What the school does well**

- Pupils achieve standards in English and mathematics which are well above the national average.
- Very good leadership and management show commitment to school improvement and promote consistent teamwork in successful achievement of the school's aims.
- Strong leadership, and teachers' good skills, successfully promote excellent behaviour and relationships amongst pupils together with very good levels of interest and enthusiasm.
- Good teaching ensures pupils are very attentive to their learning and make good progress.
- Good opportunities for learning are provided for all pupils, including those with special educational needs, and their progress is assessed thoroughly.
- Provision for pupils' personal development, especially in moral and social aspects, is very good, and good care is taken of pupils' welfare.
- The school is very well liked and supported by parents.

#### **What could be improved**

The school has no significant weaknesses but the good teaching could be further improved by:

- Planning the curriculum and lessons to ensure that every pupil is challenged by work that is tailored to their individual level of ability;

and management could be still better in:

- governors' and senior managers' processes for checking and evaluating compliance with statutory requirements for the curriculum and for health and safety procedures.

*The areas for improvement will form the basis of the governors' action plan.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school received a largely positive report following its previous inspection in November 1996 and, since then, has achieved a good level of further improvement. Standards in English and mathematics have risen. In English, they were previously above average but they are now well above average, while mathematics standards, which were previously average, are also now well above average. These improvements correspond with an improvement in teaching where the proportion of lessons showing good quality is now significantly higher. The curriculum and teaching are better planned to implement the National Curriculum and the required syllabus for religious education, almost entirely overcoming a previously unsatisfactory situation which was a key issue for action by the school. Previous shortcomings in information technology have been tackled through staff appointments and purchase of new resources. This has begun to improve the curriculum in this subject and the standards achieved but further improvement is required. Another key issue at the last inspection, the lack of regular assessment of pupils' progress, has also been fully resolved and assessment is now good. Provision for pupils' spiritual, moral, social and cultural development is also better; although previously good, it is now *very good*. The resulting standards of pupil behaviour, relationships and personal development, which were already very good, are now even better. Previous strengths in care and support for pupils' welfare, in relations with parents and in leadership have all been consolidated. As recommended at the previous inspection, the role of curriculum co-ordinators has been developed satisfactorily to make them stronger leaders of planning and teaching in their subjects, and there are substantial plans for further development.

## STANDARDS

The table shows the standards achieved by eleven-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	D	C	A	A	well above average    A above average        B average                C below average        D well below average    E
mathematics	B	B	A	A	
science	C	C	C	C	

Inspectors judge that children under five make very good progress in the Nursery and Reception classes and, by age five, achieve standards comfortably above the level expected for their age.

At the end of Key Stage 1, pupils show attainment well above the national average in reading and mathematics, and average, or a little above, in writing. Results in National Curriculum tests confirm these judgements and show standards being maintained over the last three years. Test results are also well above those achieved in similar schools.

The table above shows that, at the end of Key Stage 2, as well, pupils achieved standards in tests which were well above average in English and mathematics when compared both with national results and with those of similar schools. This represents an improvement over past years. The 1999 test results in these subjects also exceeded the realistic targets the school had set. In science, standards are average. Inspectors' observations during the inspection show that the test results accurately reflect the general picture of pupil achievement. However, school and inspectors agree that the present Year 6 pupils achieve overall standards below those of the 1999 test results. Some pupils in this year group are achieving at a high level but this is balanced by others with significant special needs. This year group is also unusually small, with just 16 pupils of whom three have joined the school within the last year, while another joined less than two years ago. The standards of the present Year 6 group are not therefore representative of the school's overall standards of attainment.

The progress being made in Years 3, 4 and 5 also suggests that the 1999 test results provide the most accurate reflection of standards at Key Stage 2.

During this short inspection, there was insufficient evidence for overall judgements about attainment in subjects other than English, mathematics and science. However, examples of good achievement were seen in art across the school, and in physical education at Key Stage 2, while a few other examples of work in other subjects seen showed satisfactory standards.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils are very enthusiastic and interested.
Behaviour, in and out of classrooms	Excellent. Pupils show very good self-discipline in behaving consistently very well throughout lessons and around the school.
Personal development and relationships	Excellent. Pupils show maturity and responsibility beyond their years. Relationships are caring, co-operative and respectful.
Attendance	Good; the rate of attendance is above the national average.

These are all strengths of the school but the standard of behaviour and the quality of relationships are quite exceptional.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Of the lessons seen during the inspection, 19 per cent were of very good quality and a further 51 per cent were good. All remaining lessons were satisfactory. A particular strength of the school is the consistently very good quality in every aspect of the teaching of children under five where three-quarters of the lessons seen were of very good quality. At both key stages, good teaching shows several strengths and no significant weaknesses. Teachers manage pupils particularly well and thus promote excellent behaviour and very good concentration during learning. As results show, teaching of basic skills in literacy and numeracy is effective, especially in English and mathematics lessons. The needs of the great majority of pupils are well met, but some tasks set for a very few pupils of high ability are not sufficiently challenging.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A good quality and range of opportunities are provided for pupils to learn through subjects and activities beyond the classroom.
Provision for pupils with special educational needs	Good. Provision is well managed, pupils' needs are identified carefully and individual programmes of work are well devised.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision is very good for moral and social development and good for spiritual and cultural aspects.
How well the school cares for its pupils	Very caring attitudes and supportive relationships are at the heart of the school's good provision of care.

The very well-planned curriculum for under-fives is a particular strength: thorough planning promotes very good progress. The very good examples set by adults in their excellent relationships with each other and with pupils are very effective in promoting pupils' moral and social development. A relative weakness of the curriculum is pupils' experience in information technology which provides little work on control technology or data handling. The school's planning already provides for this to be remedied. No significant risks to pupils are currently evident but the school has not been carrying out some procedures for health and safety required by law. Again, plans to make amends are already in place.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. Very effective in promoting school improvement and building strong teamwork.
How well the governors fulfil their responsibilities	Satisfactory overall. Governors are very supportive and generally well informed but do not check compliance with the law carefully enough.
The school's evaluation of its performance	Good. Extensive, systematic assessment of pupils' progress is helping to plan improvements, set targets and raise standards.
The strategic use of resources	Use of resources is well planned and managed to give maximum benefit to pupils' learning and development.

The main reason for the school's success is the powerful personal example of the headteacher in establishing excellent relationships and uniting everyone associated with the school in striving to achieve school aims and high standards. Careful financial planning in accordance with principles of 'best value' makes the school very efficient.



## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>The overwhelming majority of parents are pleased with all aspects of the school's work but they are especially pleased with:</p> <ul style="list-style-type: none"><li>• The fact that their children like school.</li><li>• The good behaviour.</li><li>• The high expectations of achievement.</li></ul>	<ul style="list-style-type: none"><li>• A significant number of parents would like to see more activities outside lessons.</li><li>• A few parents would like more information about their children's progress.</li></ul>

Inspectors agree with parents' overall positive view of the school. They judge the provision of activities outside lessons to be satisfactory and comparable with similar schools, but note that governors and the headteacher aim to extend the range. Inspectors agree that written reports on pupils' progress could often be more specific about how well pupils are achieving in relation to national expectations and could show more clearly how pupils could improve.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

**Pupils achieve standards in English and mathematics which are well above the national average.**

1. Pupils enter the school with attainment in use of language and numbers which is a little above the national standard. By the time they leave the school, pupils' test results in English and mathematics show them to be well above both the national average and the average for similar schools. This is good achievement which reflects the good progress made by pupils, including those with special educational needs, as they move through the school.
2. Very good progress by children under five in the Nursery and Reception ensures that, by age five, the great majority have developed their basic skills in using language and numbers significantly beyond the level expected at their age. Particularly good progress in personal and social development greatly helps pupils to listen attentively to others and to have the confidence to speak at length. By age five, children listen well to teachers and respond confidently to their questions with answers which show they have not only listened but also understood. They love to talk about their experiences and ideas and do so with statements of a greater clarity and substance than usual for the age group. The children also develop a good recognition of initial letter sounds and can read and write familiar words and simple phrases.
3. At both key stages, further good progress builds on the firm foundations laid. This is particularly true in reading where pupils, at the end of Key Stage 1, achieve results in National Curriculum tests which are well above average. Almost all these pupils read fluently and accurately without help and, in the 1999 tests, 43 per cent of pupils achieved a level of attainment (Level 3) above that which most pupils nationally achieve. The proportion of pupils achieving this higher level is 50 per cent greater than in the average school. Past test results and achievement throughout Key Stage 2, evident during the inspection, show pupils reaching well above average standards in English, although the present small and unrepresentative Year 6 group is an exception. There is good progress in writing throughout Key Stage 2 with pupils developing good skills of spelling and punctuation and a good ability to write in different styles for different audiences and purposes. Older pupils, for example, have effectively written imaginary school reports using an appropriately formal style and vocabulary. Thoughtful use of words for descriptive effect is seen as when pupils write about 'the moonlight glimmering across the pond' or describe a person who has 'sparkling eyes' as being 'radiant as the sun'. Handwriting is of average standard.
4. As with English, children under five make good progress in basic skills in mathematics. They learn to count to ten, and many beyond, and are developing an understanding of addition by 'counting on'. Recognition of written figures also progresses well. By their fifth birthdays, almost all reach the expected attainment and a considerable number exceed it.
5. Further progress in mathematics during Key Stage 1 results in well above average attainment by the end of the key stage, as test results show. In 1999, almost every pupil achieved the expected Level 2 in the National Curriculum tests, and 40 per

cent reached the higher Level 3 (almost twice the proportion achieving this nationally). The great majority of pupils at the end of Key Stage 1 add and subtract correctly with two-digit numbers and multiply, for example by 2 or 5, using good memory of tables. They understand quarters and halves, know that numbers in columns have different values ('tens' and 'units') and identify shapes like triangle, pentagon and hexagon. The 1999 test results showed pupils at the end of Key Stage 2 achieving results well above the national average in mathematics and this picture is consistent with inspection observations of the achievements of present pupils in Years 3, 4, 5 in relation to their ages. Understanding of addition, subtraction, multiplication and division progresses well alongside development in handling fractions, decimals and percentages, and in calculating area and constructing graphs.

**Very good leadership and management show commitment to school improvement and promote consistent teamwork in successful achievement of the school's aims.**

6. The strong leadership provided by the headteacher is central to the many strengths of the school. Her high expectations of colleagues and pupils are reflected in the high standards achieved in both academic and personal spheres. The personal example of commitment and caring inspires all to join in a quest to improve the school and to meet pupils' needs. There is a very good willingness within the school to look self-critically at the school's performance and to strive for improvement. In making very good relationships with staff, governors, parents and pupils, the headteacher sets the tone which all follow. In all of this, the headteacher is very well supported by her deputy. The result is a strong and united team of teaching and support staff who work together in a consistent way that is entirely true to the school's aims and values.
7. The commitment, confidence and competence of the headteacher and her staff were amply shown by their collective 'unflappability' during the inspection when two of the regular teachers were absent at short notice through illness, and a third was on maternity leave.

**Strong leadership, and teachers' good skills, successfully promote excellent behaviour and relationships amongst pupils together with very good levels of interest and enthusiasm.**

8. A striking feature of the school is the complete consistency in the way all members of staff approach the pupils. All combine firmness with kindness very successfully, are quick to praise and, on the rare occasions when pupils need to be corrected, do this in a calm and non-aggressive way. Despite the open-plan design of the accommodation, this is a quiet school. The quiet reflects not a reign of teacher terror but the fact that pupils are willingly and busily engaged in sensible activity. As a result, this is a very calm, orderly, happy, and yet very purposeful school – an ideal learning environment which is clearly successful in promoting pupils' academic and personal development.
9. Pupils have very positive attitudes, behave well, and grow in maturity and tolerance while at the school, so that, by Year 6, they emerge as pleasant, thoughtful and helpful young people. From the earliest age, pupils co-operate well with each other

and adults, act in a polite manner and build excellent relationships that are friendly, co-operative and respectful. They behave very well in lessons, around school and in the playground and are keen to take on responsibilities. Older pupils act as confident and reliable 'Big Buddies' for the younger children and, for example, help to put away the large equipment used by Nursery children in a cheerful, competent and reliable manner. Parents much admire the 'Big Buddies' system. It encourages caring relationships and is effective in discouraging bullying. Pupils' caring relationships with each other were well illustrated during the inspection when one seven-year-old pupil was accidentally hurt. The immediate response of her nearest classmate was to cuddle and comfort her tearful friend.

<b>Good teaching ensures pupils are very attentive to their learning and make good progress.</b>
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10. Every aspect of the teaching of children under five shows very good quality. Meticulous planning, with crystal-clear intentions for learning, is the basis of the attractive activities that teachers provide for pupils. Tasks are carefully tailored to individuals' different stages of progress and expectations of the progress children can make are high. Teachers' very skilful management of children's behaviour, and strenuous promotion of positive attitudes and self-esteem, result in very good progress in pupils' personal development. They are soon at home in their classes, speaking confidently to teachers and visitors. Teachers' wide-ranging methods show a good balance between opportunities for children to explore constructively for themselves and structured experiences firmly directed by the teacher. Teachers exploit every opportunity to extend learning: no time is wasted. All this results in good, and sometimes very good, achievement.
11. Inspectors had limited access to evidence of the school's normal arrangements for teaching at Key Stage 1. Both classes were taught during the inspection by temporary teachers owing to the absence of the regular staff. However, the attainment, attitudes and behaviour of the pupils in the lessons seen, the evidence of their past written work, and the regular teachers' documented planning all point to a good quality of teaching at this key stage.
12. At Key Stage 2, teaching has a number of strengths and no significant weaknesses. Teachers have good knowledge of their subjects which helps them to plan well, explain ideas clearly and question pupils effectively. Planning relates tasks successfully to most pupils' levels of ability, including those with special educational needs, but there are a few exceptions in the case of the most able pupils. Teachers often conduct very effective class discussions which hold pupils' interest well and lead to a lively response to questions. Questions are often effectively varied in difficulty so that pupils of all ability levels are challenged by particular questions and have an opportunity to answer. This leads to some impressive answers by the most able pupils, using adult vocabulary in lengthy and complex sentences. One Year 5 pupil in a science lesson, for example, gave a surprisingly clear explanation of condensation using proper scientific terminology. Teachers listen carefully to pupils in class discussions and value their contributions. This not only encourages pupils in their efforts to understand and to speak well, it builds self-esteem and good relationships.

13. In their firm but encouraging way with them, teachers are especially effective in managing pupils so that they behave well and are keen and responsible learners. The positive attitudes and behaviour which teachers promote are an important reason why pupils make good progress. Lessons are calm, happy but business-like events in which pupils are purposefully engaged in learning virtually the whole time. Teachers rarely need to correct pupils' behaviour but, when necessary, do so quickly and effectively so that no time is wasted.
14. In a generally good picture of teaching, there are only minor weaknesses. These include planning of insufficiently challenging investigative science at Key Stage 1 and some instances of insufficient rigour and pace in teaching mental mathematics skills. Marking of pupils' work also gives too little guidance to them on how to improve.

<b>Good opportunities for learning are provided for all pupils, including those with special educational needs, and their progress is assessed thoroughly.</b>
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15. The formal curriculum of subjects is, in most respects, well planned to provide a comprehensive and balanced presentation of the National Curriculum and the local syllabus for religious education. In line with national policy, the school has recently, and successfully, made a priority of English and mathematics and this has included effective implementation of the national strategies for teaching of the 'literacy hour' and 'numeracy hour'. This has not, however, meant any neglect of other subjects. Only in information technology have some aspects of the curriculum (control technology and data handling) been omitted as a result of a lack of equipment and staff expertise which have been resolved within the last six months.
16. The programme of work for children under five has been very well planned to help them achieve the officially defined 'Desirable Learning Outcomes' for the age group, which almost all do with ease.
17. The individual education plans which guide teachers' planning of work for pupils with special educational needs are also of good quality and set out precise strategies for teachers to use which are effective in bringing about the good progress these pupils make.
18. A variety of activities outside lessons add valuably to the formal curriculum of subjects to form a good overall range and quality of opportunities for learning. These include educational visits, including residential ones for older pupils, visitors, regular after-school sports activities and occasional special projects like the 'groundwork' project and the 'church banner' project.
19. The school has worked hard at developing a thorough and effective system of assessment of pupil progress. This enables the school to track individuals' progress carefully and set realistic targets for teachers and pupils to achieve through future improvement. It also helps the school identify clearly pupils who need extra help such as that provided by the 'Additional Literacy Strategy' or the help of parents and other volunteers. Careful analysis of assessment information has also begun to help the school identify areas, such as mental mathematics and aspects of writing, where it can improve the curriculum and teaching and thereby raise pupils' achievements. The school acts on these findings and this is a significant factor in its success in raising standards.

<b>Provision for pupils' personal development, especially in moral and social aspects, is very good and good care is taken of pupils' welfare.</b>
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20. The consistency of the staff's calm, caring, respectful and encouraging approaches to pupils is a powerful element in the school's very good promotion of pupils' moral and social development. Pupils are set a very clear, strong and positive example by all staff. The 'Big Buddy' system which involves everybody, and a range of other pupil responsibilities for helping around the school, are also key elements. As a result, pupils clearly understand right and wrong and know the most appropriate way to conduct their relationships. Their excellent behaviour and relationships come from within and are not dependent on the constant direction of adults.
21. Spiritual development is well promoted in assemblies where the excellent rapport between staff and pupils and the calm atmosphere provide a good setting for pupils to think deeply about spiritual matters. They are helped to a good understanding of Christian beliefs and traditions but are also introduced to aspects of other major world faiths. Year 6 pupils are able to talk quite knowledgeably about these.
22. Good provision for cultural development includes presentations by the local authority's performing arts specialists in music, visiting Afro-Caribbean musicians, visits by theatre groups, visits to museums and trips to historic places like Chester.
23. Pupils' welfare is also provided for successfully. All those connected with the school work together with consistent care in order to create a predictable, welcoming environment in which pupils can flourish. Staff take good care of the pupils, anticipating problems, noticing if things are not going quite right and taking effective action to improve the situation. The arrangements to ensure child protection are good with a named person with responsibility for this area, confidential record keeping and appropriate involvement of outside agencies. On a day-to-day basis, staff pay due attention to matters of health and safety and no significant dangers are currently evident. However, the school is aware that its procedures relating to risk assessment and portable appliance testing need improvement, and is in consultation with the local authority to ensure compliance with statutory requirements.

<b>The school is very well liked and supported by parents.</b>
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24. Given that pupils are clearly happy and successful in the school, it is no surprise that parents, too, like the school very much. Parents attending the pre-inspection meeting were overwhelmingly positive in their views of the school. Those completing the pre-inspection questionnaire also provided a very positive picture. In their responses, these parents selected 'strongly agree' with a positive assessment of the school as their most popular response on three-quarters of the questions asked.
25. Parents are part of the wider team supporting the school within the neighbourhood who are glad to be associated with the school and who often give practical support, much of it voluntary. Parents provide much practical support through fund-raising, help in classrooms and, recently, hard labour in the grounds in order to bring the pupils' designs into reality during the 'groundwork project'.

## WHAT COULD BE IMPROVED

**Planning of the curriculum and lessons to ensure that every pupil is challenged by work that is tailored to their individual level of ability.**

26. In both termly planning of the curriculum and the more detailed day-to-day planning of individual lessons, teachers pay too little attention to the need to relate the work offered to the full range of pupils' abilities. The practical consequence of this, evident during the inspection, is that in some lessons a small number of very able pupils are not always challenged by tasks and, as a result, do not make as much progress as they could. These pupils are achieving standards of work that are well above average for pupils in general. However, the school cannot be sure that they could not achieve even more, were they given suitable opportunity.
27. Opportunities for the most able to extend themselves are sometimes given and are well taken by them. This is seen, for example, in class discussions when thoughtfully challenging open-ended questions from teachers result in these pupils extending their understanding. Some open-ended writing tasks in English for older pupils also allow the most able pupils to make very good progress.
28. On other occasions, though, written tasks neither set a challenge nor provide encouragement for the most able and, therefore, limit the progress they can make. Sometimes, this is because the ablest pupils are asked to tackle questions on a worksheet that are too easy for them. At other times, the worksheet provides too little space, or too restrictive a format, to allow the most able to show just how much or how well they can do, for example in reporting on a science experiment. Sometimes, these shortcomings arise from teachers' uncritical use of a commercially-produced worksheet which is not adapted to cater for the varying ability of pupils.

**Governors' and senior managers' processes for checking and evaluating compliance with statutory requirements for the curriculum and for health and safety provisions.**

29. Governors are very supportive of the school and keen to preserve its good name in the community. They are generally well informed, especially as a result of good communication with the headteacher and occasional meetings with other staff. Some procedures, however, are not sufficiently systematic and this is true of checking for the school's compliance with the law. There has been a failure to comply in that pupils have, for several years past, not received the full curriculum in information technology to which they are entitled. Further, required procedures for checking provision for pupils' health and safety have not been carried out for some considerable time. Although there is no evidence that pupils have been in significant danger, the school cannot be confident this will remain true unless the required checks are made. Arrangements to remedy this shortcoming are being made.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

30. To improve further teaching which is already of good overall quality, the school should:
- (a) incorporate in long- and medium-term planning of the curriculum indications of the different objectives for learning appropriate to the full range of pupil ability;
  - (b) identify rigorously those pupils whose previous progress shows high potential for future progress and set challenging targets for them;
  - (c) ensure that short-term planning of lessons provides for all pupils, whatever their ability, to make the maximum progress possible throughout each lesson;
  - (d) monitor teachers' planning and teaching of lessons rigorously to check that all pupils are challenged by the work and making maximum progress;
  - (e) use the good assessment procedures already established to check the effectiveness of the above measures.
31. To improve further the generally good management, the school should develop more rigorous and regular processes through which governors and senior managers can check and evaluate compliance with all statutory requirements, including those for the curriculum and for health and safety.



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	18

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0.25	18.75	51	30	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	195
Number of full-time pupils eligible for free school meals	0	29

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	6	33

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	4.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	15	15	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	14
	Girls	15	15	15
	Total	28	28	29
Percentage of pupils at NC level 2 or above	School	93 (100)	93 (93)	97 (100)
	National	82 (80)	83 (80)	87 (83)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	11
	Girls	15	15	13
	Total	28	29	24
Percentage of pupils at NC level 2 or above	School	93 (100)	90 (100)	80 (100)
	National	82	86	87

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	9	19	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	8
	Girls	17	16	17
	Total	24	25	25
Percentage of pupils at NC level 4 or above	School	86 (70)	89 (65)	89 (80)
	National	70 (63)	69 (62)	78 (68)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	8
	Girls	18	18	18
	Total	26	27	26
Percentage of pupils at NC level 4 or above	School	93 (75)	96 (60)	96 (55)
	National	68 (65)	69 (65)	75 (71)

Percentages in brackets refer to the year before the latest reporting year.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	0
Any other minority ethnic group	1

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	25.6
Average class size	27.9

#### **Education support staff: YR – Y6**

Total number of education support staff	2
Total aggregate hours worked per week	39

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	13
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1998/99
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	£
Total income	342037
Total expenditure	343999
Expenditure per pupil	1440
Balance brought forward from previous year	21649
Balance carried forward to next year	19687

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	234
Number of questionnaires returned	69

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	23	0	0	0
My child is making good progress in school.	58	38	5	0	0
Behaviour in the school is good.	71	25	3	0	2
My child gets the right amount of work to do at home.	35	51	12	0	2
The teaching is good.	54	43	2	0	2
I am kept well informed about how my child is getting on.	45	37	15	0	3
I would feel comfortable about approaching the school with questions or a problem.	68	28	5	0	0
The school expects my child to work hard and achieve his or her best.	55	45	0	0	0
The school works closely with parents.	43	45	12	0	0
The school is well led and managed.	56	38	3	0	3
The school is helping my child become mature and responsible.	58	34	3	0	5
The school provides an interesting range of activities outside lessons.	16	23	26	19	16